

Report of the Accreditation Re-Visit to William Jessup University March 2011

Overview of this Report

This item is a follow-up of the accreditation visit to William Jessup University that was conducted April 26-29, 2010. A revisit took place in March 2011. This item provides the report of the re-visit team and recommendations regarding the stipulations and the accreditation status.

March 2011 Revisit Team Recommendations

1. That the five stipulations from the 2010 accreditation visit be removed.
2. That the accreditation decision: **Accreditation with Major Stipulations**, be changed to **Accreditation**.

Background

A COA accreditation team conducted a site visit at William Jessup University on April 26-29, 2010. On the basis of the accreditation team report, The COA made the following accreditation decision for William Jessup University **Accreditation with Major Stipulations**.

The institution was required to respond to the stipulations and prepare for a re-visit within one year of the accreditation action. The institution prepared a document indicating how the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. The institution prepared an interview schedule for the constituencies identified by the team. The re-visit was conducted by the original team lead and CTC staff consultant. After the interviews on campus, the team prepared an accreditation report to present to the COA for consideration and action.

Following are the stipulations from the 2010 Accreditation Visit and the 2011 Revisit Team Recommendation:

Stipulations from the 2010 Visit	2011 Revisit Team Recommendation
1. That the institution support the Teacher Education Unit implementation of a systematic unit evaluation process that provides cohesive data collection that can be used to determine program effectiveness and inform program improvement.	Removal of Stipulation
2. That the institution support the Teacher Education Unit implementation of a systematic unit evaluation process that provides cohesive data collection that can be used to determine program effectiveness and inform program improvement.	Removal of Stipulation
3. That the institution show evidence of progress toward implementing a sufficient data management system that would allow administrators, staff and faculty to access data for improvement across multiple levels. These include admission, advisement, credential program coordination, curriculum and professional development, instruction, and field-based supervision and/or clinical experiences.	Removal of Stipulation
4. That the institution show documented progress toward a process that is	Removal of

Stipulations from the 2010 Visit	2011 Revisit Team Recommendation
inclusive of both programs to determine and support resource needs including professional development, instructional technology, and information literacy that meets the needs of current credential candidates.	Stipulation
5. That the institution offer all courses to meet subject matter requirements for the candidates enrolled in the blended program that leads to program completion.	Removal of Stipulation

**Report of the Accreditation Re-Visit to
William Jessup University
March 23-25, 2011**

Institution:	William Jessup University
Dates of Revisit:	March 23 to March 26, 2011
Prior COA Accreditation Decision:	Accreditation with Major Stipulations
Accreditation Re-Visit Team Recommendation:	Accreditation

The team recommends that:

1. The stipulations from the 2010 accreditation visit be removed.
2. The accreditation decision be changed from **Accreditation with Major Stipulations** to **Accreditation**.

Rationale:

The recommendation of **Accreditation** was based upon the institutional response to the stipulations and a thorough review of the institutional self-study, additional supporting documents available during the visit, interviews with institutional administrators, faculty, candidates, student candidates, program graduates, local school administrators, and additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation.

Below are listed the stipulations approved by the COA after the site visit in 2010 followed by the 2011 institutional response. Next are listed the revisit team findings and recommendations. After this section, the revisit team findings on the Common Standards and Program Standards are included. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed the three Common Standards that were less than fully met and found that Common Standards 2: Unit and Program Assessment and Evaluation, 3: Resources, and 7: Field Experience and Clinical Practice are now **Met**.

Program Standards

The team reviewed the two Multiple Subject Program Standards that were less than fully met and found that Multiple Subject Program Standard 7: Preparation to Teach Reading and Language Arts and 14: Learning to Teach Through Supervised Fieldwork are now **Met**.

Follow-up Revisit Team Findings

Based upon constituent interviews and review of documentary evidence the follow-up revisit team found that WJU has provided evidence that all Common and Program Standards are now **Met**. On the basis of these recommendations, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials

Multiple Subject

Accreditation Team

Team Leader:

Carol Ann Franklin, Chair
University of Redlands

Staff to the Visit:

Karen Sacramento, Consultant

Documents Reviewed

University Catalog	Institutional Self Study
Course Syllabi	Communication Logs
Assessment Plan	Memoranda of Understanding
Candidate Surveys	Retention Data
Alumni Survey	Schedule of Classes - Online
WJU Semi Annual Review Report	Student Teacher Evaluation Packet
Electronic Database by Student Learning	2010-11 Unit Master Schedule
Outcomes	CAMS Enterprise Browser Access
Discovery Online Access to all Unit Forms and Documents	

Interviews Conducted

	Total
Program Faculty	8
Institutional Administration	7
Candidates/Completers	8
Supervising Practitioners	7
School Administrators	4
Total	34

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Program Review Status

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject	18	57	CTC

The Follow-Up Revisit (2011)

The William Jessup University (WJU) follow-up revisit began on Wednesday March 23, 2010 at 1:00 p.m. with the team lead and staff consultant. The team met for a team meeting to discuss the interview schedule questions in preparation for constituent interviews. At 2:00 p.m. the team arrived to the university where they were welcomed by the WJU President, Vice President of Academic Affairs and Director of Liberal Studies and Credentialing. WJU staff then provided an orientation to the document and interview room. Faculty and constituent interviews and data review and collection activities began at 3:00 pm and continued through the remainder of Day 1. Following dinner, team members resumed their team meeting to discuss their findings and develop focused interview questions in preparation for Day 2 accreditation activities.

On Thursday morning March 24, the team traveled to WJU and continued their data collection and constituent interviews. The Team Lead and Commission staff presented the Mid-Visit Status Report to the WJU Director of Liberal Studies and Credentialing. Faculty and constituent interviews and data collection and review continued throughout the remainder of the day. On Thursday evening, the team met to discuss all standards and stipulations and to determine the recommendation of all standards met and the removal of all stipulations. Consensus was reached on all standard findings and recommendation of change for accreditation status from accreditation with major stipulations to accreditation. On Thursday evening a report draft was prepared and reviewed. On Friday morning, the team finalized the report. The WJU accreditation visit Exit Report was held on Friday March 25 at 10:00 a.m.

Findings on Stipulations

Stipulation #1

That the institution support the Teacher Education Unit implementation of a systematic unit evaluation process that provides cohesive data collection that can be used to determine program effectiveness and inform program improvement.

Institutional Response (2011)

The institution is supporting the Teacher Education Unit's implementation of a campus wide data management system, CAMS Enterprise. This system supports the evaluation process and corresponding data collection. The institution has provided staff and faculty and the hiring of an Administrative Coordinator for the teacher education unit.

Revisit Team Finding

Thorough document reviews and faculty and administrative interviews conducted by the team confirmed that WJU had implemented a clearly identified systematic unit evaluation system that provides cohesive data collection and can be used for program effectiveness and improvement. The Director of the Teacher Education Unit, the Administrative Coordinator, and Credential Analyst are the leads in articulating with the Institutional Research Director who coordinates the implementation of CAMS Enterprise within the university. The Administrative Coordinator in collaboration with the Director of Liberal Studies and Credentialing and the Credential Analyst collect, organize and analyze program evaluation data to efficiently plan for both the candidate support and program effectiveness and improvement.

Revisit Team Recommendation

Revisit team recommends removal of this stipulation.

Stipulation #2

That the institution provide the Teacher Education Unit with the necessary qualified personnel to adequately prepare candidates and support the current and planned growth in candidate enrollment.

Institutional Response (2011)

Throughout the past year, the institution has provided resources for reorganization of the Education Unit. This reorganization provided for the addition of an Administrative Coordinator, part time Lead Supervisor of Language Arts and part time Lead Supervisor of Field Experience. The faculty plan provides for these positions to grow into full-time faculty based on increased candidate enrollment. Additionally, this change provided for the reorganization of responsibilities to develop a Coordinator of Liberal Studies & Credentialing and Coordinator of Graduate Studies and Credentialing and TPA Coordinator positions.

Revisit Team Finding

After a revisit and review of the institutional program documents, including syllabi, course material, curriculum vitae, interviews with program coordinators, institutional leadership, faculty, adjunct faculty, student candidates in the program and graduates from the program, the team found convincing evidence that the institution has taken appropriate actions to address this stipulation.

Revisit Team Recommendation

Revisit team recommends removal of this stipulation.

Stipulation #3

That the institution show evidence of progress toward implementing a sufficient data management system that would allow administrators, staff and faculty to access data for improvement across multiple levels. These include admission, advisement, credential program coordination, curriculum and professional development, instruction, and field-based supervision and/or clinical experiences.

Institutional Response (2011)

CAMS Enterprise web-based program provides students, staff, faculty, and administrators' real-time access to needed information. The system provides integrated support in the areas of admissions, registration, student health, student placement, and course management.

The Director of the Education Unit, Administrative Coordinator, and Credential Analyst are the leads in articulating with the Institutional Research Director who coordinates the implementation of CAMS Enterprise within the university. CAMS Enterprise is customized to better monitor

candidate program progress in areas of admission, transcripts, testing, field experience documents, and scheduling. The data collected, organized and analyzed supports unit efficiency in planning for both the candidate and program effectiveness.

Unit faculty advisors report that CAMS Enterprise is a significant improvement in the way that they advise and monitor student progress. It provides for more ready access to a candidate's program progress, the university master schedule and the corresponding candidate advising and scheduling process. Additionally, CAMS Enterprise provides data on candidate retention, academic standing and registration status.

Utilizing Microsoft Access and Excel, the Administrative Coordinator has designed a process that collects and organizes unit specific assessment and evaluation data (i.e.: RICA, CSETs, TPA scores, Student Teacher Evaluation Packet (STEP), data, survey results, and student teaching placements). This data is then disaggregated in a variety of ways for analysis resulting in a timelier and effective program improvement process.

The institution has provided specific CAMS Enterprise training to staff and faculty and continues to work with the unit to optimize CAMS capabilities to support unit needs. Additionally, the institution has provided training for software programs like Microsoft Access and Excel. The use of Excel Pivot Tables has enhanced the data analysis capacity of the unit. The institution's support has provided for more effective and time efficient ways to collect, organize and analyze data. In turn, this allows the unit greater access to more data in coherent forms to better support candidates and make program improvements.

Revisit Team Finding

Thorough document review and interviews with institution and unit personnel indicates ample evidence that the institution's progress toward implementing a sufficient data management system that allows administrators, staff and faculty to access data for improvement across multiple levels. These include admission, advisement, credential program coordination, curriculum and professional development, instruction, and field-based supervision and/or clinical experiences.

Revisit Team Recommendation

Revisit team recommends removal of this stipulation.

Stipulation #4

That the institution show documented progress toward a process that is inclusive of both programs to determine and support resource needs including professional development, instructional technology, and information literacy that meets the needs of current credential candidates.

Institutional Response (2011)

The institution is on a significant growth trend with an annual projected student increase of 20 to 25%. In 2010-11, that growth rate translated to approximately 200 new students. The current perspective student interest level supports this projection for 2011-12. The increase in student

tuition revenue due to increased enrollment in turn supports the institutions academic budget in the following areas:

Professional Development

WJU has provided the following professional development opportunities for faculty and staff has during the 2010-2011 academic year:

Institution:

- Writing Across the Curriculum workshop(s)
- Region II Disabled Student Programs and Services meetings
- Library Resource Training
- CAMS training
- Technology Training
- Excel Pivot table training

Unit Faculty and staff have attended the following:

- CTC TPA Conference
- CTC Technical trainings and CCAC conference
- Microsoft Excel Pivot Table Workshop
- National Science Teachers Conference
- Phi Delta Kappa Conference

Unit:

- Moodle
- CalTPA Calibration Training
- Adjunct faculty orientation and training

Technology supports for Candidates

To support technology for student candidates the institution purchased and implemented CAMS Enterprise student information system. This web-based program provides students, staff, faculty, and administrators real-time access to needed information and integrated support in the following areas: admissions, registration, financial aid, student billing, student health, student placement, course management, faculty records, housing and meals, and parking.

Starting in the 2010-2011 academic year, TEDU 480 *Applied Technology for Teachers*, previously a senior level course originally designed to be a culminating experience in technology, has been redesigned to be an initial program course as TEDU 110 Technology for Teachers as it is now clear to the institution that the candidate's need for technology, must be a continuing activity starting at the beginning of their program, rather than a culminating event. The new course adheres to the National Education Technology Standards and the candidates are now designing lessons with NETS in mind. TEDU 110 Applied Technology for Teachers is designed to be taken in conjunction with TEDU 101 Teaching as a Profession.

TEDU 101 now has an *Introduction to Technology* unit and requires the use of TaskStream of all enrolled candidates. Starting with this group of undergraduate candidates, TaskStream will be a program duration requirement. The regional BTSA Induction program requires TaskStream and this requirement will provide for a smoother transition for completers to BTSA Induction allowing them to access lesson plans, portfolios, demonstration assignments, key assessments and resources in the format needed to continue their development as a professional educator. In the post baccalaureate pathway there is a combination of face-to-face and online learning.

Moodle is the primary medium for candidate online learning. TEDU 501 *Teaching and Learning* and TEDU 510 *Applied Technology for Teachers* are taken in conjunction as initial courses in the program. This pathway has been integrated with technology since its redesign in the fall of 2009.

Information Literacy

The WJU Library Director works within the institution to meet the resource needs of all units. The library provides a variety of online educational resources and has recently purchased EBSCOhost Education Research Complete which is a strong and much need addition to library resources for the unit. The Lead Supervisor of Language Arts within the Teacher Education unit partnered with library staff to review the current library resources, identified unit needs, designed a teacher resource section, developed a resource recommendation report and collected data on: teacher education resources found in the library, resources student candidates need, resources faculty needs, and resources utilized by faculty for their courses. The newly designed teacher resource section will include: testing study guides, practice tests and test date information for the CBEST, CSET's and RICA, ELL resources, educational journals, available resources outside of the library, electronic database information, maps, flannel boards, science materials, DVD's and CD's, teacher manuals, student textbooks, student chapter books, children's books, math manipulatives, flashcards, and other teaching support materials.

Revisit Team Finding

Upon thorough review of extensive evidence and constituent interviews with all stakeholder groups the review team determined that the institution has shown sufficient evidence of documented progress toward a process that is inclusive of both programs to determine and support resource needs including professional development, instructional technology, and information literacy that meets the needs of current credential candidates.

Revisit Team Recommendation

Revisit team recommends removal of this stipulation.

Stipulation #5

That the institution offer all courses to meet subject matter requirements for the candidates enrolled in the blended program that leads to program completion.

Institutional Response (2011)

All required program courses are now offered by the institution. Starting in fall 2010, SCI 110 General Biology and its required lab, SCI 110L General Biology Lab, were offered and will continue to be offered. This course meets the CTC foundational academic program requirement for life science: living organisms & function, ecology, and the life cycle. Currently, the institution offers SCI 131 Earth and Environmental Science. This course meets the CTC foundational academic program requirement for earth and space science: astronomy, geology, meteorology and oceanography. With these two courses, the institution offers all required courses leading to the program completion.

Revisit Team Finding

Upon review of course syllabi and faculty vitae the team determined that the institution does offer all necessary courses for blended program completion.

Revisit Team Recommendation

Revisit team recommends removal of this stipulation.

Common Standards**Findings on the Common Standards 2010**

During the April 26-29, 2010 accreditation revisit, the accreditation team made findings related to the three Common Standards that were less than fully met. A summary of the 2010 visit findings is presented in the left hand column below. The 2011 Follow-up Revisit Team findings are presented in the right hand column.

2010 Visit Findings	2011 Revisit Findings
Common Standard 2	
Not Met: The Teacher Education Unit has developed a plan and tools but has not implemented a systematic unit evaluation system to be able to use data for program improvement.	Met: The Teacher Education Unit has implemented a systematic unit evaluation system and is using the data for program improvement
Common Standard 3	
Not Met: The University has not been able to sustain the faculty staffing level for courses required in the blended major as well as design and implement a new program delivery model that requires additional staffing. The University does not have an integrated data management system needed for the tracking and advising of candidates and providing data analysis for assessment activities and program improvement.	Met: The University has supported the faculty staffing level and is now offering all courses required to complete the blended major program. The University has implemented a systematic integrated data management system for the tracking and advising of candidates that provides analysis for assessment activities and program improvement.
Common Standard 7	
Met with Concerns: The Teacher Education Unit does not provide sufficient time for candidates in the Post Baccalaureate Program to develop and demonstrate the knowledge and skills necessary to effectively educate and support all K-8 students to meet state-adopted academic standards.	Met: The University has increased the time required in the Post Baccalaureate Program student teaching component and embedded increased formative and summative assessments to support the development and demonstration of the knowledge and skills necessary to effectively educate and support all K-8 students to meet state-adopted academic standards.

2011 Revisit Team Findings on the Program Standards

During the April 2010 revisit the team found that two Program Standards were **Met with Concerns**. After review of the institutional self-study, supporting documentation, the completion of interviews with student candidates, teachers, faculty, school administrators, supervising practitioners and WJU administrative representatives the team determined that all of the Multiple Subject program standards are **Met**. The summary of the 2010 visit and 2011 revisit findings is provided below.

2010 Visit Findings	2011 Revisit Findings
Multiple Subject Program Standard 7	
Met with Concerns: The team found that candidates enrolled in both program pathways indicated that they did not feel that they were prepared to teach reading and were not adequately prepared for the RICA.	Met: The unit collected and addressed data that addressed the discrepancy between reading preparedness perceptions as found in the 2010 visit and measurable indicators following the visit. The WJU Teacher Education Program RICA pass rate between December 2009 to October 2010 was 87% on the first attempt. The potential group of candidates that was interviewed by the visiting team in spring 2010 April-June 2010, had a 95% first time pass rate. The review of the RICA pass rates is a strong indicator of a candidate's preparation to teach reading and 2010 unit surveys of program alumni did not indicate language arts deficits.
Multiple Subject Program Standard 14	
Met with Concerns: Some Candidates, CMT's and Principals indicated that the two five-week intensive student teaching experiences in the Post Baccalaureate program and the half-day program in the blended program may not provide sufficient time for candidates to demonstrate the knowledge and skills to education and support all students effectively.	Met: The University has increased the Post Baccalaureate program and blended program student teaching requirement and embedded increased formative and summative assessments to support the development and demonstration of the knowledge and skills necessary to effectively educate and support all K-8 students to meet state-adopted academic standards.